

Miami-Dade County Public Schools

# Carol City Middle School



2017-18 Schoolwide Improvement Plan

## Carol City Middle School

3737 NW 188TH ST, Miami Gardens, FL 33055

<http://carolcitymiddle.dadeschools.net/>

### School Demographics

**School Type and Grades Served**  
(per MSID File)

Middle School  
6-8

**2016-17 Title I School**

Yes

**2016-17 Economically Disadvantaged (FRL) Rate**  
(as reported on Survey 3)

99%

**Primary Service Type**  
(per MSID File)

K-12 General Education

**Charter School**

No

**2018-19 Minority Rate**  
(Reported as Non-white on Survey 2)

99%

### School Grades History

**Year**  
**Grade**

**2016-17**  
C

**2015-16**  
F

**2014-15**  
F\*

**2013-14**  
F

*\*Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

This plan is pending approval by the Dade County School Board.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2017-18 DA Category and Statuses for Carol City Middle School

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

Carol City Middle School seeks to create a challenging learning environment that encourages high expectations for success through development-appropriate instruction that allows for individual differences and learning styles. Our school promotes a safe, orderly, caring, and supportive environment. Each student's self-esteem is fostered by positive relationships with students and staff. We strive to have our parents, teacher, and community stakeholders become actively involved in our students' learning.

##### b. Provide the school's vision statement.

Carol City Middle School's vision is to provide a stimulating learning environment with a technological orientation across the curriculum, which maximizes individual potential and ensures that students of all ability levels are well equipped to meet the challenges of education, work and life.

#### 2. School Environment

##### a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

The school learns about students' cultures by school climate surveys, outside referrals, social and print media, Positive Behavior Support (PBS) reports, Accreditation reports and assessment data. The school builds relationships between teachers and students by ensuring that the learning environment is safe, respectful, nurturing and engaging. Students are encouraged to be accountable and active participants in their education.

##### b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Students and staff participate in PBS (positive behavior support) program. School-wide expectations are set through the positive behavior support program focused on a set of core values aligned with community. The purpose of the PBS is to highlight "good" behavior versus negative consequences for "bad" behavior. The school creates an environment where students feel safe and respected by implementing a zero tolerance policy for violence, bullying and disruptive behaviors. The school ensures that consequences are fair and swift based on the district's Code of Student Conduct. Students are encouraged to report any negative behaviors to school officials. There are systems in place for students to communicate with school officials confidentially and/or anonymously. The students services department counsels and provides mediation to eliminate conflict.

##### c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

A school-wide discipline plan and behavioral expectations have been collaboratively outlined for each grade-level. Incentive-based rewards programs have been implemented to promote the recognition of positive student behavior. Behavior systems are discussed on a weekly basis during team and staff meetings. By analyzing school data and identifying problem areas, the PBS team provides interventions to promote school pride and acknowledge students who are exhibiting expected

behaviors. The staff receives training on the PBS system at the beginning of the year and ongoing support is provided through Professional Development, Team Meetings, and Faculty Meetings throughout the year.

**d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.**

Carol City Middle School has counseling staff that provides wrap-around services for all students. The counselor, EBD clinician, and social worker at the school implement the district's curriculum that addresses the social-emotional needs of all students at the school. The support services team also provides responsive services through counseling based on referrals by administration, instructional staff, students and parents. Mediation and mentor services are also offered at the school to develop problem solving and decision making skills. Carol City Middle also allows space for St. Thomas University to provide additional supportive services to targeted, at-risk students.

### 3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

**a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.**

Early Warning Systems indicators used and reviewed at Carol City Middle School are follows:

1. Assessment data
2. Attendance
3. Behavior
4. Course failure
5. Alternative to Suspension

**b. Provide the following data related to the school's early warning system**

**1. The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	6	13	18	0	0	0	0	37
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	25	3	5	0	0	0	0	33
Level 1 on statewide assessment	0	0	0	0	0	0	50	41	80	0	0	0	0	171

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	60	53	87	0	0	0	0	200	

**c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.**

Carol City Middle School will implement several intervention opportunities to improve students academic performance during the 2017-2018 school year. The intervention programs will target



students identified as "off task" and enroll them in the reading or math intervention program offered during the school day, afterschool, or Saturday school.

## B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

### 1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

#### a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

##### 1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

##### 2. Description

The school completes a Parent and Family Engagement Policy (PFEP) which is available at the school site.

Carol City Middle School will Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. Increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student).

Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements. Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement.

School Improvement Grant Fund/School Improvement Grant Initiative:

The school receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as extended day remedial tutorial instruction, Differentiated instruction/intervention, classroom libraries and Project CRISS.

Additionally, Title I School Improvement Grant/Fund support funding and assistance to schools in Differentiated Accountability based on need.

The Voluntary Public School Choice Program (I Choose!) a federally funded grant, is a district wide initiative designed to assist in achieving the Miami-Dade County Public Schools' District's Strategic Plan goal to expand

the availability of and access to high quality public school choice options for all parents in Miami-Dade County. Voluntary Public School Choice grant funds are used to evaluate programs, inform parents of educational options, and re-culture teaching practices to establish a quality school environment.

### 2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Carol City Middle places an emphasis on developing successful partnerships in order to improve the academic achievement of students and build lasting relationships with families. St. Thomas University (STU), a faithful partner, provides multiple opportunities to increase student achievement and engagement. STU conducts progress report and report card reviews in which their students and faculty,



serving as mentors, meets with our students to conduct a review of their academic progress. During this meeting, mentors help students to set goals, identify barriers to success and create a plan to increase student performance. In addition, St. Thomas helps us to engage families by extending an ongoing invitation for our families to visit their campus and participate in multiple events including honor roll breakfasts and sporting events.

Antioch Missionary Baptist Church has partnered with Carol City Middle Schools for several years. They provide mentoring for at risk students, incentives for student achievement and provide gifts and food to economically challenged families. Through this partnership, our school has benefited from an increase in academic progress and family engagement which fosters an environment for student achievement.

## C. Effective Leadership

### 1. School Leadership Team

#### a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Medina, Maria	Principal
Negron, Derek	Assistant Principal
Gaskin, Lashawn	Instructional Coach
Johnson, Ransom	Instructional Coach
Collins, Aquinas	Attendance/Social Work
Sena, Yamilka	Assistant Principal
Stubbs, Terry	School Counselor
Guevara, Adriana	Instructional Coach

#### b. Duties

**1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.**

Maria Medina, Principal: Provides a vision and mission based on District and School needs and ensures that the instructional programs at the school are aligned to the purpose and goals.

Derek Negron and Yamilka Sena, Assistant Principals: Monitor instructional staff's implementation of interventions, administration of assessments, and alignment of professional development to ensure fidelity to the instructional plans.

Core Teachers: Provide instruction, strategies; primary interventions and collaborates with other faculty members to ensure that the goals are being met within their departments.

Lashawn Gaskin, Adriana Guevara and Ransom Johnson, Instructional Coaches: Provides guidance on the current LAFS, MAFS, research-based strategies, assists in data collection and analysis, provides professional development on differentiated instruction and how to use data to guide classroom instruction.

Aquinas Collins, Test Chairperson: Develops a data warehouse to include FSA scores, attendance information, topic assessments, suspensions/expulsions, assists in the data collection and analysis, and provides technical assistance.

Terry Stubbs and Aquinas Collins, Student Services Personnel: Provides emotional, behavioral, and academic strategies for teachers to implement with Tier I, Tier 2, and Tier 3 students. Progress monitoring will be occurring and positive interventions will be applied for individual students.

**2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.**

Title I, Part A

The MTSS/Rtl Leadership Team will meet bi-weekly to engage in the following activities: Review school-wide data and link to instructional decisions; review progress monitoring data at grade level and classroom level to identify students who are meeting /exceeding or at risk with regards to specific benchmark standards. The team will also collaborate regularly to problem solve, share best practices, evaluate school improvement implementations, and make decisions based on the data collected. The team will also facilitate the process of building consensus, increasing infrastructure and making decisions about implementation. School provides common planning for teachers by department as part of the instructional improvement of teachers.

Title I, Part C

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.

Title I, Part D

The district receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs. Students who are more than one grade level behind in their academic progress, are provided with opportunities to complete course work at an accelerated pace. Additionally, students may be recommended to the Student Success Center to get on track for graduation.

Supplemental Academic Instruction (SAI)

Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school.

Title II:

The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to secondary students. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design

and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate); and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title III:

Funds provided through Title III allow the school to provide professional development on best practices to ESOL teachers.

Title IV:

N/A

Violence prevention programs:

Carol City Middle School uses the practices of Restorative Justice to provide students with conflict resolution skills, peer mediation and coping skills.

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
  - training for add-on endorsement programs, such as Reading, Gifted, ESOL
  - training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study
- Group implementation and protocols.

Title IX, Part A

District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for

students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Housing programs: The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.

Head Start:

N/A

Adult education:

N/A

Career and Technical Education (CTE):

N/A

Job training:

N/A

## 2. School Advisory Council (SAC)

### a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Maria Medina	Principal
Shawntavia Wright-Johnson	Teacher
Kavon Allen	Student
Desiree Culpepper	Teacher
Maurice Bellamy	Education Support Employee
Awntonio Rolle	Education Support Employee
Latravia Ferguson	Teacher
Barbara Lewis	Teacher
Margaret Pinkney	Parent
Ashley Bright	Parent
Terry Stubbs	Education Support Employee
Johnny Wilson	Parent
April Wimes	Parent
Arthur Jackson	Business/Community
Anthony Vinciguerra	Business/Community
Danay Montesdeoca	Business/Community

## b. Duties

### **1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

#### *a. Evaluation of last year's school improvement plan*

The EESAC committee reviewed effectiveness of last year's School Improvement Plan by comparing proficiency percentages to goals set for the current school year.

#### *b. Development of this school improvement plan*

The EESAC is an integral part of the development of the school improvement plan. Several members of the SAC are a part of the team that develops, writes and assist with the implementation of the school improvement plan. Ideas are solicited from all members of the team and the ideas are brought before the staff and are further discussed.

#### *c. Preparation of the school's annual budget and plan*

The EESAC committee played an active role in the preparation of the school's annual budget by reviewing, providing recommendations, and approving the final product. All parties were asked to submit proposals and present the committee for SAC approval.

### **2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.**

Teachers were given the opportunity to provide a proposal for the use of EESAC funds. Based on the request, The EESAC provided \$300 for the use incentives for our Positive Behavior Support program. Incentives included 100 certificates, medals, and tablets.

Additionally, \$1,000 was allocated for use by the school to conduct the annual Promotional Ceremony

and purchase student awards for student achievement during the 2016-2017 school year. Awards and trophies were purchased from Midgalia Awards in the amount of \$935.00.

**3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.**

Yes

*a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.*

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Sena, Yamilka	Assistant Principal
Mills, Bridgette	Teacher, K-12
Nesmith, Pamela	Teacher, K-12
Medina, Maria	Principal
Gaskin, Lashawn	Instructional Coach
Guevara, Adriana	Instructional Coach

**b. Duties**

**1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

The Literacy Leadership team will utilize data to create, monitor, and adjust both academic and behavioral goals. Individuals from the Literacy Leadership team will continuously communicate efforts with EESAC to develop the School Improvement Plan and assist in maintaining a school wide Literacy Plan with fidelity.

**D. Public and Collaborative Teaching**

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

**1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.**

The following strategies are implemented at Carol City Middle School to promote collaborative working relationship between teachers:

- \*Designated times on the Master Schedule for Common Planning
- \*Data Chats with administration and teachers
- \*Peer Observations
- \*Collaborative Planning with the Instructional Coach

**2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.**

1. To retain and develop highly effective teachers we must offer professional development on effective teaching strategies and strengthen teaching skills and utilize best practices.

2. Weekly PLC's to assist teachers with remaining current with new teaching strategies, data disaggregation, and maintain a positive school culture.
3. Provide professional development to assist teachers with techniques that will help them to become effective practitioners. Professional Development to build content knowledge and capacity with FSA Standards.
4. Participate in District Hiring Fairs and working closely with Human Capital allows the school to recruit the best candidates.

### **3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.**

Carol City Middle Schools teacher mentoring program was designed to assist first year teachers in all aspects of teaching in the twenty first century. The District also provides opportunities for teacher mentoring through the MINT program.

Our pairing rationale is for the instructional coaches and teachers that have shown academic performance be pair with the first year teachers. Mentoring activities include lesson planning, peer observation and meeting opportunities to discuss academic/teaching strategies.

## **E. Ambitious Instruction and Learning**

### **1. Instructional Programs and Strategies**

#### **a. Instructional Programs**

##### ***1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.***

All instructional staff attend and participate in a weekly common planning. During these sessions, core instructional staff work with the Instructional Coaches and develop lessons plans with the use of the District Pacing Guides, Item Specification and the use of District adopted materials.

The Instructional Coaches unpack the Florida Standards and create learning targets aligned to the items specified.

Additionally, teachers review student performance data on Topic Assessments and iReady data to develop differentiated instruction activities that will remediate deficiencies.

#### **b. Instructional Strategies**

##### ***1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.***

Our school uses iREADY as an instructional program to assist student in attaining the proficiency or advanced level on state assessments. Additionally, we use District Topic Assessment in Science and Civics to monitor student achievement.

Our teachers have received Professional Development on the use of iREADY data as well as in specific departments use topic assessments to differentiate instruction. Teachers are instructed to group their students using this data and scaffold instruction based on their students individual needs. For example, in literacy (reading department) teachers use i-Ready data to develop intervention groups and intervention materials from the program bank.

**2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** After School Program

**Minutes added to school year:** 105,000

Staff will serve as the teachers and facilitators for project based learning activities through the All Star afterschool program at Carol City Middle School . Students that participate, on a volunteer bases, with receive an evidence-based curriculum used to enrich students in the areas of reading and/or math.

**Strategy Rationale**

Students will receive instruction in Math and Reading utilizing an evidence-based MAFs and LAFs computer-based curriculum in order to increase level of proficiency. In addition, students will be able to participate in enrichment activities not offered during the normal school day, such as arts and crafts.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Gaskin, Lashawn, 246413@dadeschools.net

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Students will take both formal and informal exams to measure their academic progress. The data will be analyzed to determine the effectiveness of the materials used and modifications needed to the plan.



**Strategy: After School Program**

**Minutes added to school year: 1,800**

ELL students will be provided with after school tutoring with emphasis on the building of language, reading and mathematical skills.

**Strategy Rationale**

Students will receive instruction in Math and Reading utilizing an evidence-based MAFs and LAFs computer-based curriculum in order to increase level of proficiency.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Gaskin, Lashawn, 246413@dadeschools.net

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Students will take both formal and informal exams to measure their academic progress. The data will be analyzed to determine the effectiveness of the materials used and modifications needed to the plan.

## 2. Student Transition and Readiness

### a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

**1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.**

The sixth grade students all participate in the 6th grade Foundations curriculum. The curriculum is also supported with a mentor to provide self-esteem and middle school transition assistance.

The eighth grade students participate in articulation at the school site and students engage in articulation with the feeder patter school sites. All students participate in Progress Report and Report Card Conferences at the end of each nine weeks with our college partner St. Thomas University. This allows for students to develop academic goals that will ensure transition into the next grade.

### b. College and Career Readiness

**1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**

N/A

**2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.**

N/A

**3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.**

N/A

**4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.**

N/A

## II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

*No files were uploaded*

#### 2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

### C. Strategic Goals

## School Improvement Goals

*The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.*

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

**G1.**        If core instruction is improved in all content areas, then student achievement will increase.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.*

**G1.** If core instruction is improved in all content areas, then student achievement will increase. 1a

G097038

**Targets Supported** 1b

Indicator	Annual Target
Statewide Science Assessment Achievement	35.0
Civics EOC Pass	41.0
Algebra I EOC Pass Rate	70.0
Math Lowest 25% Gains	44.0
ELA/Reading Lowest 25% Gains	58.0
FSA Mathematics Achievement	25.0
FSA ELA Achievement	25.0
ELA/Reading Gains	48.0
Math Gains	41.0

**Targeted Barriers to Achieving the Goal** 3

- There is limited integration of instructional strategies that engage students in disciplinary habits of thinking.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- CSS/District Support
- Lesson Studies
- Content Specific PD's
- PD's on instructional approaches using Digital tools and resources

**Plan to Monitor Progress Toward G1.** 8

In Civics and Science, data will be monitored using District Topic Assessment. In Mathematics, data will be monitored using Mathia and iReady in the Intensive Math course. ELA/Reading data will be monitored using, HMH progress monitor after unit of study, iReady, Read 180 and System 44 data.

**Person Responsible**

Maria Medina

**Schedule**

Weekly, from 10/2/2017 to 6/8/2018

**Evidence of Completion**

We will collect weekly reports from iReady showing usage and student completion of lessons. We will collect the topic assessment data, as well as, the Mathia data and use during DI rotations as a secondary benchmark.

## Action Plan for Improvement

*For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.*

### Problem Solving Key


**G** = Goal

**B** =  
Barrier


**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

**G1.** If core instruction is improved in all content areas, then student achievement will increase. **1**

 G097038

**G1.B1** There is limited integration of instructional strategies that engage students in disciplinary habits of thinking. **2**

 B261057

**G1.B1.S1** Provide the instructor with instructional strategies and support to implement standards-based instruction to enhance rigor in classroom. **4**

 S276416

### Strategy Rationale

Standards-based instruction provides students with instruction aligned to the mastery of state standards.

### Action Step 1 **5**

The instructor will participate in school-based professional developments and professional growth opportunities to ensure effective delivery of standards based instruction.

#### Person Responsible

Maria Medina

#### Schedule

Biweekly, from 8/17/2017 to 6/1/2018

#### Evidence of Completion

Professional will bring back strategies that will be evident in the classroom during walkthroughs.

### Action Step 2 **5**

Teachers will receive support from the administrators, instructional coaches and District CSS.

#### Person Responsible

Maria Medina

#### Schedule

Biweekly, from 8/28/2017 to 6/8/2018

#### Evidence of Completion

Instructional coaches log, CSS Log, debriefing with Administrator

### Action Step 3 5

Administrators will conduct walkthroughs in order to observe strategies in the classroom.

**Person Responsible**

Maria Medina

**Schedule**

Daily, from 8/21/2017 to 6/8/2018

***Evidence of Completion***

Walkthrough Logs

### Action Step 4 5

Administrator will determine instructors requiring additional support and provide teacher with coaching support.

**Person Responsible**

Maria Medina

**Schedule**

Weekly, from 8/21/2017 to 6/8/2018

***Evidence of Completion***

Teacher Tier during Leadership meeting

### Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Administrators and instructional coaches will create a yearly professional development plan that is followed by weekly coaching support calendars to meet the diverse needs of the the instructors.

**Person Responsible**

Maria Medina

**Schedule**

Biweekly, from 8/28/2017 to 6/8/2018

***Evidence of Completion***

Professional development blueprint; instructional coaching calendars and logs



**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Review student work in order to align learning targets to the standards and end products.

**Person Responsible**

Maria Medina








**Schedule**

Every 3 Weeks, from 9/28/2017 to 1/31/2018

***Evidence of Completion***

Review of the student work products will be monitored during data chats, department meetings and common planning.

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
<b>2018</b>					
G1.B1.S1.MA1  M400498	Review student work in order to align learning targets to the standards and end products.	Medina, Maria	9/28/2017	Review of the student work products will be monitored during data chats, department meetings and common planning.	1/31/2018 every-3-weeks
G1.B1.S1.A1  A372364	The instructor will participate in school-based professional developments and professional growth...	Medina, Maria	8/17/2017	Professional will bring back strategies that will be evident in the classroom during walkthroughs.	6/1/2018 biweekly
G1.MA1  M400504	In Civics and Science, data will be monitored using District Topic Assessment. In Mathematics,...	Medina, Maria	10/2/2017	We will collect weekly reports from iReady showing usage and student completion of lessons. We will collect the topic assessment data, as well as, the Mathia data and use during DI rotations as a secondary benchmark.	6/8/2018 weekly
G1.B1.S1.MA1  M400499	Administrators and instructional coaches will create a yearly professional development plan that is...	Medina, Maria	8/28/2017	Professional development blueprint; instructional coaching calendars and logs	6/8/2018 biweekly
G1.B1.S1.A2  A372365	Teachers will receive support from the administrators, instructional coaches and District CSS.	Medina, Maria	8/28/2017	Instructional coaches log, CSS Log, debriefing with Administrator	6/8/2018 biweekly
G1.B1.S1.A3  A372366	Administrators will conduct walkthroughs in order to observe strategies in the classroom.	Medina, Maria	8/21/2017	Walkthrough Logs	6/8/2018 daily
G1.B1.S1.A4  A372367	Administrator will determine instructors requiring additional support and provide teacher with...	Medina, Maria	8/21/2017	Teacher Tier during Leadership meeting	6/8/2018 weekly

## V. Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** If core instruction is improved in all content areas, then student achievement will increase.

**G1.B1** There is limited integration of instructional strategies that engage students in disciplinary habits of thinking.

**G1.B1.S1** Provide the instructor with instructional strategies and support to implement standards-based instruction to enhance rigor in classroom.

### PD Opportunity 1

The instructor will participate in school-based professional developments and professional growth opportunities to ensure effective delivery of standards based instruction.

#### Facilitator

Leadership Team, Coaches, In-house Instructional Personnel

#### Participants

Teachers

#### Schedule

Biweekly, from 8/17/2017 to 6/1/2018

## VI. Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*

## VII. Budget

1	G1.B1.S1.A1	The instructor will participate in school-based professional developments and professional growth opportunities to ensure effective delivery of standards based instruction.	\$0.00
2	G1.B1.S1.A2	Teachers will receive support from the administrators, instructional coaches and District CSS.	\$0.00
3	G1.B1.S1.A3	Administrators will conduct walkthroughs in order to observe strategies in the classroom.	\$0.00
4	G1.B1.S1.A4	Administrator will determine instructors requiring additional support and provide teacher with coaching support.	\$0.00
Total:			\$0.00